



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Dunbeath Primary School and ELC



Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGios? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

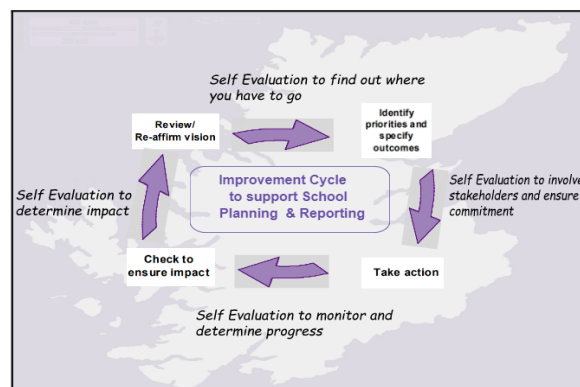
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Denise Walsh
Head Teacher
Dunbeath Primary School and ELC

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
92.72%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
37

Teacher Numbers
2

Pupil Teacher Ratio
16:1

We have had no exclusions this year.

Dunbeath Primary School and ELC is located in a rural, and coastal setting serving the local community of Dunbeath and Berrisdale area on the east coast of Caithness

There are 32 children attending the school and 5 children in nursery. The school children, ranging from P1 - P7 are in P1 - 4 and P5 - 7 are taught in 2 multi-stage classes.

The Headteacher has overall leadership responsibility for Dunbeath Primary School & ELC and Lybster Primary School & ELC.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

**Listening and
talking**

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is for our pupils to be happy, confident and well-rounded individuals who aspire to be the best they can be. As a school, we want to guide and support our children by giving them the knowledge and skills to achieve their destiny. We want all pupils to be proud of themselves and feel that they are part of the school and wider community. Dunbeath Primary is a school where everyone is made to feel welcome. There is a happy, friendly atmosphere and everyone is caring and supportive of each other. The children are mannerly,

Be the Best You Can Be

respectful and understand the importance of keeping themselves safe. We think the teachers are great and they support us with our learning. We all work hard and staff encourage and help us to achieve success. We experience a wide range of activities and opportunities, including outdoor learning and global citizenship. We have fun in our learning. We show good sportsmanship and celebrate each other's achievements. We work in partnership with our families and the wider community. They support us and we like to do things to help them. We know our rights, show respect and are inclusive which can be seen through our positive attitudes and good behaviour

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

To develop a consistent approach to teaching and learning across the school.

Purpose:

As a result of quality assurance activities (such as direct lesson observations, learning walks and monitoring planning), we have identified that there are inconsistencies in a number of aspects of teaching and learning across the school. Internal school data also identifies inconsistencies in rates of progress in different classes, implying approaches to teaching and learning are more effective in some classes than others.

Progress:

Impact:

Content:

- Guide for Teaching and Learning completed and starting to be implemented across school.
- Teacher's PDR plans completed and reviewed to evidence individual progress and commitment to this priority.
- Carried out monitoring of planning, jotters and lesson observation activities to see progression.
- Refreshed our Curriculum Rationale which has helped influence changes in approaches to teaching and learning clearly for all.
- Approaches to teaching and learning (including, planning, lesson structure and assessment) are becoming consistent across the school through moderation and monitoring & promoting good practice in all classes
- Learners are more involved in leading and shaping their own learning – jotters and planning files
- Quality Assurance activities evidence more consistency across school.

Next steps:

- Continue to embed approaches so all staff are more effective.
- Continue to ensure all children can reach their full potential across all areas of the curriculum
- Continue to use the Teaching and Learning guide across the school for consistency and so it becomes embedded.

School Priority:

Improving attainment in literacy and numeracy

Purpose:

Be the Best You Can Be

Internal school data indicates that attainment could be more challenging and robust.

Progress:

Content:

- Attended initial National Improvement for Writing Programme training (NIWP) but unable to complete due to staffing absences. Cluster signed up for NIWP from August 2025.
- Robust, regular pupil progress meetings were held with all staff, ensuring CT and HT confidence in assessing where all the children are and what their next steps for learning are. Focusing on progress and targeting individual pupils who need to accelerate their learning to achieve their full potential.
- Moderation of reading, writing and numeracy outcomes carried out across cluster and within ASG, ensuring that we have consistency across the curriculum.

Impact:

- More pupils achieving age related expectation in literacy and numeracy across the school.
- Increased teacher confidence in teaching literacy and numeracy ensures the children are having high quality learning and more structure.
- Teachers are becoming more confident in assessment of literacy and numeracy.
- Internal and external data is much clearer for teachers to know the children's next steps in their learning.
- Staff evaluations of impact of CPD have shown they have more confidence in their teaching and learning.

Next steps:

- Continue to embed approaches for literacy and numeracy across school
- Roll out NIWP across the whole school and Cluster from T1, 2025-26.
- Continue to develop staff confidence through planned moderation across the ASG.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

PEF is used to employ a PSA to support with developments in raising attainment in reading and ensuring children are ready to learn as part of our literacy and in particular writing priority to ensure appropriate progress is made.

Having extra staff ensures that all children are safe – due to new RA in October 24, PSA and PEF PSA hours reconfigured to support all break & lunchtimes to aid with inclusion for all.

Wider achievements **Coileanaidhean nas fharsainghe**

Visitors –Feis, Kodaly, Violin lessons and STEM activities. Music festival
Caithness Klics

Visits to Dunbeath Heritage Centre and Dunbeath & District Centre – Christmas carols

Sports for rural schools, and Highland Games. Sports day events. HLH sports – Children becoming Sports Leaders. Cross country. Football matches

Enterprise projects – parents coming in and speaking about their businesses, children fundraising for various events

Goblin Car
Tesco tokens – for gardening
Residential
Storyteller – pupil comment below
Virgin money – enterprise. Donations to community charities & school. Pounds for Primaries
Art for Latheron show
Scottish Air Ambulance
SSEN online science activities. Science Festivals
Father Simon for Christingle service in school. Reverend Heather for Christmas and Easter service.
Red Nose Day
World Book Day
Pupil led assemblies – ie ICT, Valentine's Day
Weekly certificate winners
Day trips
Performances- school play

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Children – 'Good because we have a lot of fun.' 'Children are getting better at learning.' 'Teachers change the hard things to make it fun.' 'Boring hard maths is made fun and hard.'

Better – 'Children getting more certificates'.
'Enjoyed doing the comic strip from Literacy shed, it was fun.'

Visitors in – 'makes learning more fun like the Storyteller.'
'Assemblies are better.' 'The healthy one.' 'Everyone has been bringing more healthy stuff in.' With the children doing the assemblies it gave them confidence to speak.
'All the teachers make things fair with the work.' 'They do the work appropriately for your ability. If you're really smart, they give you work that is harder for you to do.'

'We have got some good equipment, goals, skipping ropes, pens, pencils.'
'All the teachers are very welcoming. They welcome you to the school.'
'All the teachers keep people safe so no one gets hurt.' 'Trying to always keep us safe.'
'Some people used to owe Lorraine lots of money whereas people are paying their actual lunch now which helps Lorraine.'

'All the school performances are good fun.' 'All the parents, relatives and carers came to watch. Everyone is involved.'
'If someone is struggling the teacher helps them but it doesn't matter if they don't get it right.' We are supported by everyone.' 'Makes you braver, less shy.'
'Teachers teach us to be kind to each other – anti-bully.'
'Teachers teach you a variety of things, writing, dividing, time & multiplication.'
'The little ones copy the older ones so we need to set a better example, like pick the litter up, then the little ones will too.'

Staff – capacity for continuous improvement with continuity of staff.
Feel we are becoming clearer of expectations.
Support each other.
Sharing of good practice.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Ensuring our Planning & Assessment, tracking & Portfolios align and are succinct.
- Consistent High-Quality Teaching and Learning to impact on attainment.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, by contacting the school office.